



Lester B. Pearson
School Board

Commission scolaire
Lester-B.-Pearson



FOREST HILL SENIOR

Elementary Annual Report

Annual Report on the School's Educational Project,
and Contribution to the School Board's Commitment to success



2018-2019

Lester B. Pearson School Board

Introduction

The Lester B. Pearson School Board is the second largest English school board in Quebec serving approximately twenty thousand students in the Youth Sector and an additional eight thousand in its Continuing Education Sector.

The Board's territory includes five Boroughs of the City of Montréal (Verdun, LaSalle, Lachine, Pierrefonds-Roxboro, Île Bizard-Sainte Geneviève) and the municipalities of Dorval, Pointe-Claire, Dollard-des-Ormeaux, Sainte-Anne-de-Bellevue, Senneville, Kirkland, Beaconsfield and Baie d'Urfé. In addition, the territory also includes twenty-three municipalities to the west of the island of Montreal, between the Ottawa and St. Lawrence Rivers west to the Ontario border. These are: the entire island of L'Île-Perrôt; the municipalities of Très-Saint-Rédempteur, Sainte-Marthe, Saint Justine-de-Newton, Saint-Clet, Côteau-du-Lac, Les-Coteaux, Saint-Polycarpe, Saint-Zotique, Rivière-Beaudette, Saint-Télesphore, Les Cèdres, Pointe-des-Cascades, Île-Cadieux, Vaudreuil sur-le-Lac, Vaudreuil-Dorion, Hudson, Saint-Lazare, Rigaud and Pointe-Fortune.

The Board is responsible for a network of thirty-six Elementary Schools, thirteen Secondary Schools and eight Adult & Vocational Training Centers. In addition, the Board operates Alternative Learning Centers, Ministry of Social Affairs Schools, and an International Language Center.

We, the members of the Lester B. Pearson School Board community believe in a vision of *Achieving excellence by maximizing the potential of each individual*. We hold the following values to be true:

- **Community:** We promote local and global citizenship through strong engagement.
- **Inclusion:** We reflect and celebrate diversity.
- **Innovation:** We support creativity and a spirit of inquiry.
- **Integrity:** We commit to honesty, equity and accountability.
- **Respect:** We foster a respectful, nurturing and safe environment.



MISSION

Forest Hill Senior is committed to providing an innovative, nurturing, and trusting educational environment where all students can attain personal wellness and reach their full potential.



VISION

As inquisitive and committed learners, Forest Hill Senior staff and students will be socially responsible problem solvers and risk takers who will strive to be prepared for tomorrow's diverse world.



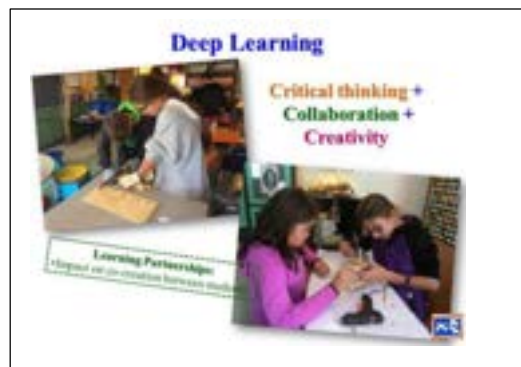
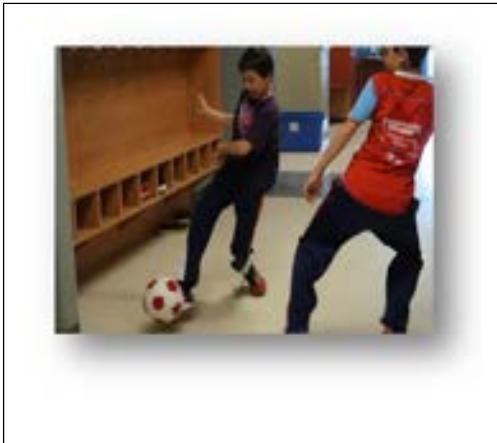
SCHOOL PROFILE

Forest Hill Senior Elementary School opened in the beautiful town of St-Lazare in 2006. This was in response to rapidly growing population in the off-island districts of the Lester B. Pearson School Board. The students come from an extended geographical area and a vast majority of them are bussed to school every day. The school serves a mostly English-speaking clientele from grade 3 to 6, the majority of the students coming from the K-2 program at Forest Hill Junior Elementary School.

Forest Hill Junior and Senior schools provide a French Immersion Program. Forest Hill Junior offers 85% of their curriculum in French. Forest Hill Senior's curriculum is composed of 50% French and 50% English instruction. In grade 3, students start working towards the acquisition of reading, writing, and mathematics in English.

In an attempt to provide an innovative, nurturing, and trusting educational environment where all students can attain personal wellness and reach their full potential Forest Hill Senior has adopted the New Pedagogies For Deep Learning (NPDL). NPDL is a global partnership with six deep learning competencies that define what it means to be a deep learner. The six competencies are: Collaboration, Critical Thinking, Creativity, Citizenship, Communication & Character. These competencies will be developed under these four elements: Pedagogical Practices, Leveraging Digital, Learning Partnerships, Learning Environment.

The "Energy Club Énergie" program at Forest Hill Senior Elementary school provides active brain breaks for its students. The energy stations are used by students when movement breaks are needed throughout the day. The "Energy Club Énergie" goal is to positively impact the well-being and educational success of the students. Teachers also provide physical activity as well as mindfulness breaks during class time.



CHALLENGES:

Everyone Achieving Full Potential Achievement	Inclusive Ed. Settings Wellness & Student Engagement	Mobilization of Partners & Stakeholders
Adapting to diversity of learners	Research-based pedagogical practices (Deep Learning, Formative Assessment, RTI)	Better support for parental engagement
Success among various groups & paths for lifelong learning (e.g. boy/girls, leveraging digital)	Healthy, safe and caring environment	Concerted community support (inc. daycare)

Objective 1: Reduce the gap in success rates between various groups of students

As an inclusive system, Lester B. Pearson School Board has always paid attention to differences in success among students. Our differentiated approach and pedagogical flexibility have been central to discussions on classroom practice and student success. Using a resource school model to discuss practices, along with support by Educational Services and Student Services, teachers consider the needs of every student.

Objective 1	Reduce the gap in success rates between various groups of students								
	Provincial situation					Lester B. Pearson School Board			
	2014-2015 data (2008-2009 cohort)		Target 2022	Target 2030	2014-2015 data (2008-2009 cohort)		Target 2022	Target 2030	
	Success rate	Gap	Gap	Gap	Success rate	Gap	Gap	Gap	
Boys	73.8%	All sectors	10.1%	6.1%	5%	83.7%	8.4%	5% max	5% max
Girls	83.9%					92.1%			
Students with handicaps, social maladjustments or learning difficulties	48.3%	Public sector	34.1%	25.3%	12.4%	60.5%	32.2%	24.2%	12.4%
Regular students	82.4%					92.7%			
Start secondary school in a disadvantaged area	69.0%	Public sector	8.9%	6.5%	4.5%	67.90%	21%	15%	10%
Other areas	77.9%					88.9%			
First-generation immigrants	75.0%	Unidentified	3.8%	3.0%	2%	69.60%	18.8%	12%	5%
Other students	78.8%					88.4%			

School Results

Broad Area of Intervention 1 Everyone achieving their full potential

Orientation: Improving Achievement

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
<p>Improving Achievement: Reduce the gap in success rates between various groups of students.</p>	<p>1. To reduce the gap in results between boys and girls in communication, reading and written production.</p>	<ul style="list-style-type: none"> - Grade 4 ELA and FLA board results. - Grade 6 FLA board results. - End of Cycle 3 Grade 6 English MEES results 	<ul style="list-style-type: none"> - To eliminate the 3-5 % gap between boys and girls overall results in the Grade 4 ELA and FLA and Grade 6 FLA. - To increase boys overall English MEES Grade 6 by 5% (from a 68.9 % to a 74%) 	<p>Grade 6 MEES English exam, Boys overall average increased by 1%: 68.9% to 69.7%. However, the gap remains problematic between boys and girls ELA Exams.</p> <p>Grade 4 ELA: Boys: 73% Girls: 79%</p> <p>Grade 4 FLA: Boys: 75% Girls: 85%</p> <p>Grade 6 ELA: Boys: 70% Girls: 76%</p> <p>Grade 6 FLA: Boys: 70% Girls: 74%</p>

	<p>2. To increase the results in mathematical summary results. (gap between boys and girls is minimal)</p>	<p>(We no longer have grade 3 and 5 mandatory board exams.)</p> <p>End of Cycle 3 Grade 6 MEES Math Exam results.</p>	<p>- To increase by 5% the overall results in Grade 3 and 5 Math and end of Cycle 3 Grade 6 MEES Math (from a 78% to an 83%).</p>	<p>Baseline has been established with 2018-2019 grade 6 MEES Math Results Overall average is 74%</p> <p>In our first year of the 2019-2022 Educational Project, we have maintained our results from previous years on the grade 6 math exam.</p>
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- (Used Math results from 2018-2019 MEES exam combined average of boys and girls, C1 and C2)

Future Directions

- Raise awareness among staff of the achievement gap between boys and girls in ELA and FLA results.
- Identification of reluctant readers in the class and make effort to connect them with high interest reading. Solicit support from librarian and home.
- Focus on project based activities that provide motivation and inspiration to our reluctant readers.

School Results

Broad Area of Intervention 2 An inclusive environment for development, learning and success

Orientation: Healthy, Safe and Caring Environments

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
Wellness	1. To continue to offer a variety of physical activities outside of the regular physical education class	-Number of opportunities of physical activities (Club énergie, my daycare is physically active, on Bouge au cube, teachers provide physical activity breaks during class time).	Introduce one new physical activity at all grade levels.	Achieved
	2. To reduce anxiety amongst students and increase a sense of belonging.	OurSchool Survey	To reduce anxiety levels in our students to closer reflect national average (16 %).	Baseline 2019-2020 established at 24% average across grade 4-6.
	3. To maintain high level of interest and motivation	OurSchool Survey	To continue to maintain our high level of interest and motivation (86%, 15 % above Canadian average).	Baseline 2019-2020 established at 86% average across grade 4-6.

Future Directions

2019-2020 marked the first year of Social Emotional Learning (SEL) initiatives. Goal is to reduce anxiety and for students to become more emotionally literate.

Bring awareness to families by sharing our school Social Emotion Learning (SEL) initiatives. Encourage students to share their knowledge of these approaches.

School Results

Broad Area of Intervention 3 Mobilization of partners and stakeholders and support of educational success				
Orientation: Parental Engagement and Community Support				
LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVE	INDICATORS	TARGET	2019 Result
Strengthening Engagement	1. To maintain connections with community groups.	-Number of community partners. (C.P.E., l'âge d'or, city of St-Lazare)	- At least have one community partner for each cycle.	Attained
	2. To maintain parental involvement.	-Number of parental involvement in our school community (guitar club, robotics, costume designs, reading clubs, ...)	-To increase the number of parental volunteers at each grade level.	Maintained. However, it is a struggle to find parental volunteers due to lack of availability.

Future Directions

We will continue to encourage parental engagement through various means of communication: i.e. the newsletter, social media, Seesaw and Google classroom.